



ISSR Ref.

Curriculum Policy

Last Revised: March 2021

Policy Owner: Deputy Head

Policy Statement

This is a whole school policy. In addition Lyndhurst Early Years have their own policy Enjoying and Achieving which reflects the curriculum of the EYFS.

The curriculum is the interaction between the teacher and the learner and, as such transmits attitudes and values, in addition to knowledge, skills and understanding. The Directors, Governors and staff of Lyndhurst School will create high standards through high expectations, which are at the core of the attitudes and values transmitted through our curriculum delivery. The school ensures that children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Associated Policies and Documents

- Lyndhurst School Art Policy
- Lyndhurst School Computing Policy
- Lyndhurst School Design Technology Policy
- Lyndhurst School Drama Policy
- Lyndhurst School Early Years Enjoying and Achieving Policy
- Lyndhurst School English Policy
- Lyndhurst School French Policy
- Lyndhurst School Geography Policy
- Lyndhurst School Gifted and Talented Policy
- Lyndhurst School History Policy
- Lyndhurst School Mathematics Policy
- Lyndhurst School Music Policy
- Lyndhurst School Personal, Social, Health and Economic Education (P.S.H.E.E.) Policy
- Lyndhurst School Physical Education (P.E.) Policy
- Lyndhurst School Religious Education (R.E.) Policy
- Lyndhurst School S.E.N.D. Policy
- Lyndhurst School Science Policy
- Lyndhurst School Staff Handbook
- Lyndhurst School Marking and Feedback Policy

Roles and Responsibilities

- 2(1)(a)** The School's Trustees/Governors are responsible for ensuring that the schools' curriculum satisfies Paragraph 2 of the Independent Schools Standards Regulations.



- 14 The School's Trustees/Governors are responsible for ensuring that school staff are deployed to ensure the proper supervision of pupils.

Day-to-day responsibility for overseeing the delivery of the curriculum and pupil supervision has been delegated to the Headmaster and his teaching staff.

The Deputy Head has overall responsibility for the leadership of the curriculum, but may delegate responsibility for particular areas as necessary.

Heads of Departments are responsible for:

- producing, reviewing and updating a written policy covering their subject area
- preparing, in consultation with class teachers, long-term plans for their subject area
- ensuring that there is progression and appropriate coverage in the key areas
- monitoring the teaching of their subject across the age ranges.

Subject teachers and class teachers are responsible for:

- delivering the curriculum as outlined in the relevant policy/policies
- preparing medium and short term plans for their lessons
- meeting the educational needs of all the pupils in their classes and ensuring that teaching methods are inclusive
- providing appropriate feedback to the pupils in their classes
- monitoring and reporting on the progress of the pupils in their classes.

In addition:

All teaching staff are responsible for ensuring that:

- 2(1)(b) ○ plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and that these do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- 2(2)(h) ○ all pupils, including those with SEND and G&T, have the opportunity to learn and make progress.
- 2(2)(b) All teaching staff are responsible for ensuring that pupils acquire speaking, listening, literacy and numeracy skills.

School Hours

- 2(2)(a) All pupils of compulsory school age receive full time supervised education as follows:

- Reception: 25 hours per week (over 34 weeks)
- Years 1, 2 & 3 : 26.5 hours per week (over 34 weeks)
- Years 4, 5 and 6: 30.5 hours per week (over 34 weeks)



Time Allocation

The time allocated to each subject is set by the Senior Leadership Team to ensure adequate coverage of core subjects and a broad and balanced curriculum with enough time to allow sufficient depth of study.

Supervision

- 2(2)(a) Children are supervised in their learning at a level appropriate to their age and developmental stage. Older pupils may work unsupervised for short periods of time (e.g. in the library) as long as the teacher setting the work has made sure that a responsible adult can be easily contacted if necessary and that the children are aware of how to do this.

Staff are required to ensure correct supervision of the children in their care during lessons and when they are timetabled for supervisory duties. When a member of staff is supervising in a remote location e.g. on the playing fields or off-site, then it is advisable that they carry the school's mobile phone.

In some cases senior pupils (such as prefects) may be given supervisory duties for younger pupils. In this case, a member of staff must be readily available and in overall charge.

Areas of Experience

- 2(2)(c) The principal language of instruction is English.
- 2(2)(a) All pupils receive a broad and balanced curriculum based on the vision, aims and ethos of the school which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Linguistic Education

Pupils develop their communication skills and increase their command of language through listening, speaking, reading and writing. Pupils have daily[§] lessons in written and spoken English at a level which is appropriate for their age and developmental stage. Pupils in Reception to Year 6 also have French lessons with a specialist teacher. For further details see the **English Policy** and the **French Policy**.

Mathematical Education

Pupils have daily[§] mathematics lessons during which they are taught how to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. For further details see the **Mathematics Policy**.

[§] *Timetabling restrictions may mean that pupils have the equivalent of daily lessons spread throughout the week.*



Scientific Education

Pupils have weekly, or twice weekly, lessons in STEM which increase their knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry, through, for example, observation, forming hypotheses, conducting experiments, recording their findings and drawing conclusions. For further details see the **STEM Policy**.

Technological Education

The school develops the pupils understanding of technology through two main streams; through Information and Computing lessons. In computing pupils use computers and other technology to find, exchange and share information. Technology allows children to design, produce and evaluate good quality products through working with tools, equipment, materials and components. For further details see the **Computing & IT Policy** and the **Technology Policy**.

Human and Social Education

Pupils experience Human and Social Education through a variety of subjects; Personal, Social, Health and Economic Education (P.S.H.E.E.), Religious Education (R.E.) and topic-based work in the Pre Prep and Personal, Social, Health and Economic Education (P.S.H.E.E.), Religious Education (R.E.), History and Geography in the Prep School. Through these subjects pupils learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. For further details see the **Personal, Social, Health and Economic Education (P.S.H.E.E.) Policy**, **Relationship & Health Education Policy**, the **Religious Education (R.E.) Policy**, the **History Policy** and the **Geography Policy**.

Personal, Social, Health and Economic Education

2(2)(d) The school's Personal, Social, Health and Economic Education (P.S.H.E.E.) reflects the school's aims and ethos.

P.S.H.E.E. develops children's understanding of themselves and their place in the world, and encourages respect for other people. Respect for the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted.

Pupils have a weekly timetabled P.S.H.E.E. session. P.S.H.E.E. is also delivered through the assembly and form period structure of the school, through the School Council and Food Committee and through House Meetings. P.S.H.E.E. issues may also be discussed as they arise e.g. through charity support, or an incident in school or in the news. For further details see the **Personal, Social, Health and Economic Education (P.S.H.E.E.) Policy & Relationship & Health Education Policy**.

Physical Education

Through Physical Education pupils develop their physical control and co-ordination as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Pupils also acquire knowledge and understanding about the basic principles of



fitness and health. Pupils have weekly P.E. and games lessons, including team sports, fixtures, skills, dance and swimming. Pupils in Year 6 attend a residential outdoor pursuits' course. The curriculum is further enhanced by an after-school programme of sporting activities. All pupils have access to informal Physical Education through the use of outdoor equipment such as the adventure playground, balls and hoops. For further information see the **Physical Education (P.E.) Policy**.

Aesthetic and Creative Education

Aesthetic and Creative Education is concerned with the process of making, composing and inventing. Pupils are helped to develop their aesthetic and creative skills through all subjects, but some make a particularly strong contribution, including art, music, dance, drama and aspects of English such as literature and creative writing. All children participate in a variety of school productions performed to parents and visitors. The curriculum is further enhanced by an after school programme of creative activities. For further details see the **Art Policy**, **Music Policy**, **Physical Education (P.E.) Policy**, **Drama Policy** and **English Policy**.

Pupils below compulsory school age

- 2(2)(f) Pupils below compulsory school age (i.e. those under five years old) receive a programme of activities which is appropriate to their educational needs in relation to personal social, emotional and physical development and communication and language skills.

The Early Years department follows the EYFS Statutory Framework. For further information see the **Early Years Enjoying and Achieving Policy**.

Pupils with Special Educational Needs

Pupils with learning difficulties or other educational need, such as English as an Additional Language, who require additional learning support are identified and the teaching and learning styles are modified to meet their needs to ensure full inclusion and access to the curriculum. Where necessary they may be given individual or small group lessons to address their particular need. Where a pupil's special need is identified as gifted or talented, different teaching and learning strategies will be employed to address that child's specific gift or talent. If appropriate pupils have an individual support plan (I.S.P) which is drawn up by our SENCo.

Pupils with English as an Additional Language (E.A.L.) are supported through targeted English lessons (as appropriate) and differentiated lessons throughout the curriculum.

- 1(b)(i) Where a pupil has an EHC plan (or a Statement of Special Educational Needs) the school ensures that their needs are taken into account.

For further information see the **S.E.N.D. Policy** and the **Gifted and Talented Policy**.

Preparation for life in British Society

- 2(2)(i) All pupils are given experiences, opportunities and responsibilities appropriate to their age and developmental stage which ensure that the pupils are effectively prepared for the opportunities and experiences of life in British society. This means ensuring academic rigour supported by excellent teaching, and developing in every pupil the values, skills and behaviours they need to get on in life. All children receive a rich provision of classroom and extra-curricular activities



that develop a range of character attributes, such as resilience and grit, which underpin success in their future lives. Children from Year 1 to 6 can be elected as members of the School Council, Food Committee. They may also be allocated duties in their class room, such as line leader, stationery monitor. The oldest children in the school are expected to take on additional responsibilities e.g. becoming Prefects, Librarians, House Captains, which prepare them for their senior schools.

1(b)(ii)

Fundamental British Values

Lyndhurst School supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The importance of upholding these fundamental British values are taught directly in P.S.H.E.E. and other lessons and indirectly through our wider school ethos and SMSC values.